29:Dempsey M-5 (1940-1954) 1955
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take control of the government of his own country, the new Sudan Government took immediate steps to bring education to an almost entirely illiterate people. Less than four years after the Battle of Omdurman, the Gordon Memorial College was opened by Lord Kitchener in the newly-built Khartoum as the nucleus of educational development in the Sudan. Elementary schools were opened to bring the rudiments of education to the peasantry and later, as the need arose, intermediate schools, a technical school and a teacher training college. As the number of literates grew, other departments acquired their own training establishments. The Kitchener School of Medicine and the Lee Stack Laboratories provided for the training of Sudanese doctors, chemists and dispensers; the Atbara Railways School gave the young Sudanese the opportunity to take control of the railway system which covers the northern part of the country and of the fleet of steamers which operates on the Nile south of Khartoum. In the Law Courts Sudanese advocates plead their causes before Sudanese judges and magistrates who have been trained in the School of Law. The Agricultural and Veterinary branches have their own training establishments, many of the senior police and army officers are Sudanese, and the training of officers in the political and administrative departments is so far advanced that Sudanese District Commissioners and Assistant District Commissioners are now common, and several have been promoted as Deputy-Governors of Provinces.*

For some twenty-five years official educational efforts were confined almost exclusively to the peoples of the north. In the south missionary bodies, both Catholic and Protestant, without Government aid or recognition, laboured untiringly among the primitive peoples in their efforts to give them some share at least of the educational benefits enjoyed by their more fortunate brethren in the north. Only in 1926 was Government aid given in small measure to help to defray

* Since this was written all British officials have retired, and except for the Governor-Generalate, Sudanese have taken charge in all departments.

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the educational expenditure that hitherto the missionaries had met from their own meagre resources, and it is only during the past decade that official steps have been taken to promote higher education in the south and to assist the missionary organizations in a way commensurate with their labours in the field of education. It must be stated, however, that plans for the development of education in the south were in hand in 1938, but the outbreak of war prevented their being implemented. During the years in which the Sudanese were educationally being reared from childhood to adolescence, and from adolescence to manhood, the administration and development of their country was in the hands of experts from outside, generally from Britain, which country too, in the beginning, provided the financial assistance necessary to launch the various schemes which such wholesale development entailed. British doctors inaugurated and took control of the public health of the country and gradually established large, well-equipped hospitals throughout the land; in keeping with the number of trained Sudanese doctors, dispensers and medical assistants, dispensaries were opened in more remote districts and administered from each hospital. Engineers developed the railway which the army had laid down to assist Kitchener's campaign against the Mahdists and extended it to cater for the northern half of the country, and for the south built and launched the first passenger and cargo vessels which have grown into the large fleet of steamers which today provide the main passenger and commercial link between the Sudan and the other countries of Central Africa. The Forestry and Veterinary services took in hand the conservation and the improvement both numerically and in quality of two of the country's most valuable assets, her trees and her cattle. Yet the Sudan could not continue indefinitely to depend upon outside gifts and loans to finance her public services. Some way had to be found to provide a regular national income large enough to enable the country to pay her way, and since the Sudan is essentially an agricultural and pastoral country it was on these lines that the problem had to be solved. The